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ABSTRACT

Two purposes guided delegates' discussions at a 1976 international symposium: to analyze and discuss various problems associated with motivating people both to learn to read and to continue reading and to recommend programs of action and research in reading motivation. This report is a condensation of that meeting in which the participants expressed opinions and shared experiences, with no intention of producing a formal position statement of their governments or of UNESCO. The contents consist of four assumptions regarding reading motivation; an exploration of reasons for reading, focusing on understanding human needs, the cultural and social context, and economic and political forces; practical problems related to education; and 18 recommendations directed to UNESCO and to all international, regional, national, and local organizations concerned with education and literacy. Appendixes contain a summary of ways people are motivated to read, case studies (from Iran, Jamaica, and Malaysia), statements read at the symposium, a list of people consulted in planning the symposium, and bibliographies compiled by the International Reading Association and the Academy for Educational Development. (JM)

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A REASON TO READ:

A Report on an International Symposium on the Promotion of the Reading Habit

by GEORGE SULLIVAN

The symposium was conducted by the *Academy for Educational Development, Inc.*, 680 Fifth Avenue, New York, New York 10019, and sponsored by the *United States National Commission for UNESCO* with the assistance of *UNESCO*.

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We are deeply grateful to Mr. Theodore Waller, President of Grolier Educational Corporation, for his untiring, devoted efforts as Co-chairman. Without his inspired contributions, this symposium could not have taken place.

To Professor Gerald Lesser, Bigelow Professor of Education and Psychology at Harvard University, we extend our thanks for his editorial and professional advice

in the writing of this report, and to The Maple Press Company in York, Pennsylvania, for designing and printing it.

We offer our sincere appreciation to the members of the symposium—the participants and observers—for taking the time to come to Lake Mohonk, New York, to provide the substance for this report, and to the dozens of people, some of whom are listed in Appendix D, who offered their advice and assistance during the months of planning for the meeting.

Extensive efforts were made to obtain representatives from such other countries as Brazil, Egypt, Japan, Nigeria, the Philippines, Saudi Arabia, Turkey, the U.S.S.R., and Venezuela. We regret that the individuals invited from these countries were unable to attend the symposium.

ALVIN C. EURICH, *Chairman*

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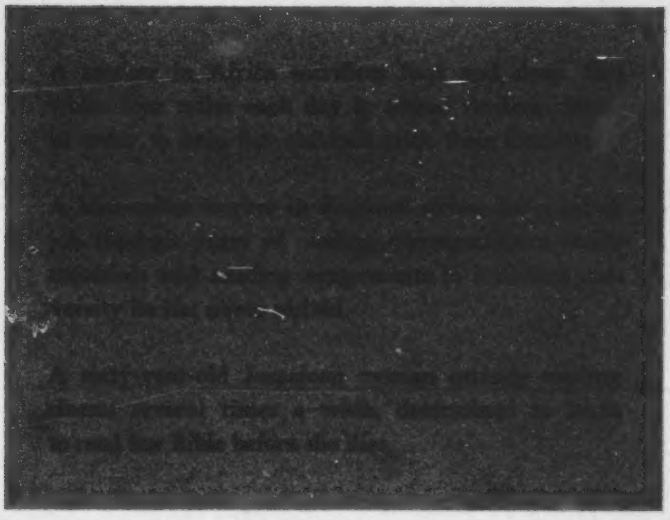
Preface



THESE PEOPLE have a strong desire to read. When literacy is discussed, stories like these invariably emerge, illustrating the deep, enduring motivations that determine whether or not a person learns to read and continues to read throughout life.

The motivation to read often emerges naturally, a response to some strongly felt personal need. In these cases, nothing more is required than to help the person to learn. The motivation is there.

But what of the many other people whose desire to read fails to develop naturally and spontaneously or is thwarted by the circumstances of their lives? Can this motivation be encouraged or taught? Since we cannot always count on it emerging from some compelling personal desire, can it be ignited?

Ironically, research on techniques of teaching reading has largely overlooked the question of how that motivation is created. This neglect was acknowledged during the 1973 meeting of the International Book Committee at the Regional Book Development Centre in Bogotá, Colombia. Agreeing that much more study was needed, the committee suggested that a technical seminar be held with UNESCO's assistance.

Through its National Commission for UNESCO, the United States offered to host such a symposium. As a result, eight delegates from five countries gathered at the Mohonk Mountain House in New Paltz, New York, from May 5 through May 8, 1976, to discuss promotion of the reading habit.

The purposes of the symposium were twofold:

1. To analyze and discuss various problems associated with motivating people to learn to read and to continue reading.

2. To recommend programs of action and research in reading motivation.

The participants were chosen not only for their varied experiences in literacy and reading programs, but especially for their abilities to create new directions for the kinds of research needed in reading motivation.

Surely, motivation to read can never be divorced from questions of methods of reading instruction. But the symposium chose at the outset to leave aside the perennial question of how to teach reading skills. There was consensus among the participants that years of experimentation with teaching techniques have yielded a variety of approaches, many of which can be applied effectively. Although the debate over the relative effec-

tiveness of those teaching techniques is unresolved, we judged that once a person becomes determined to learn to read, useful techniques can be found. The prior question is that of how reading motivation is created, and it is here that our ignorance is most profound.

* * *

This report is a condensation of a meeting in which the participants expressed opinions and shared experiences, with no intention of producing a formal position statement of their governments or of UNESCO.

Although the report is a reflection of the participants' discussion, the Academy for Educational Development takes sole responsibility for what is included here.

The participants made recommendations with the hope that they would be seriously considered by UNESCO, its cooperating national commissions around the world, and other national and international bodies. Speaking as one participant, and I believe on behalf of all, I think this report warrants careful review by policy planners, administrators, researchers, and practitioners in governmental, cultural, and educational institutions as they formulate policies, research, and programs to encourage people to learn and to build a lifetime habit of reading and learning.

ALVIN C. EURICH

1

Assumptions

EARLY IN the deliberations, we agreed upon four assumptions:

1. *Motivation is noncoercive, involving internal drives or external stimulation and encouragement.*

There are no negative connotations in our use of the word "motivation." We recognize that people are prompted to act both by personal, inner drives and by external forces. We do not consider manipulation or coercion to be forms of motivation.

2. *People have an innate desire to communicate. Surely, it is possible to motivate people to read.*

3. *Reading is essential in most cultures throughout the world. It is fundamentally desirable that people learn to read and continue reading.*

There are both rural and urban areas where it is possible to survive without being able to read. But we contend that nearly everyone's life will be enhanced through reading.

■ *Little research exists on reading motivation. More research, and action derived from the research, are desirable.*

There are, of course, some studies of reading motivation; the bibliographies in Appendices E and F list them. There is also much speculation about why people read or do not read. But vast areas of the problem remain untouched by research and analysis.

2

Why Read?

DECIDING what to read, how much to read, or whether to read at all is an individual, private matter influenced by personal needs as well as an array of cultural, social, religious, economic and political forces. At one extreme are people with a broad range of reading choices. At the other are those who have either no opportunity or no desire to read. Recognizing the staggering diversity of human hopes, interests, and endeavors, the effort to understand why people read or fail to read is an immense undertaking.

While acknowledging the enormity of the task, we nevertheless sought to address the problems of motivation for basic literacy as well as motivation for lifelong reading, in developed as well as developing countries. Our scope was global, although we knew that we could not cover the full topic in three days of discussions or in a few pages of text.

The broad philosophical questions contained in issues of culture, politics, and economics may seem removed from any individual's desire to read. But they have enormous impact on the individual's hopes and aspirations and must be recognized by professionals who devote their lives to promoting the reading habit.

Reading helps man to fulfill his needs. Many people develop an internal motivation to read, recognizing that it will help them to improve their lives. When the motivation does not emerge naturally and spontaneously, the person must first understand what his needs are, then realize that his needs can be satisfied through reading, and finally, be provided with the skill to read and with reading materials that will, in fact, help him to improve his life. The formula sounds simple. Its application throughout the world is very complex.

Personal needs are influenced by one's cultural background, social patterns, as well as political and economic forces. Each of these influences deserves separate attention.

The Cultural and Social Context

The culture and society that shape an individual's needs and actions include such influences as the family, religion, peers, the community, and education. In nearly all cultures, the family is central. All cultures transmit learning from one generation to the next, and when a culture accepts reading as one powerful transmitter of learning, then parents, the community, church, and school will work together to encourage reading. But most cultures are plural rather than monolithic, with conflicting values vying for people's allegiance. A young boy may be encouraged by his teachers to read and study. Yet, if his father feels that intellectual pursuits are not essential to the family's survival, the boy is apt not to learn to read. Conversely, a mother and father might desperately want their daughter to learn to read, but if there are few places in the elementary school for females (as in some less-developed countries), that child may remain illiterate.

Reading is a lifelong activity, and even if a young child is motivated to learn to read, additional motivations must operate to sustain or expand the use of his

reading skills throughout life. A child may know how to read, but if his culture regards reading as important only for obtaining high scores on tests or high incomes in business, he may not continue to read for pleasure or to enrich his life.

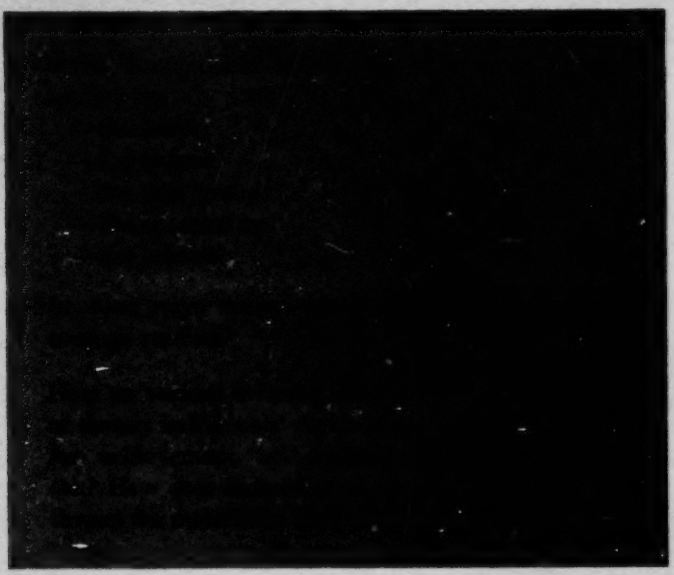
How a culture fosters self-esteem will also affect people's desire to read. A society that venerates its wise and learned people provides a strong incentive for everyone to read. However, the predominantly literate society also may cast a stigma on adults who have not learned to read, a stigma not found in societies where literacy is less common. That stigma, often a humiliating embarrassment to be hidden at all costs, can be a barrier in reaching and motivating illiterate adults to read. To admit to illiteracy in a literate society and to seek reading instruction may require uncommon courage.

Urbanization is another motivating factor. People living in cities simply have more opportunity and greater need to read than those in rural areas. Street signs, shop names, posters, newspapers, and magazines confront the city dweller every day, encouraging him to practice his reading skills.

The tradition of oral storytelling, still found in many cultures throughout the world, is viewed by some as another barrier to the development of the reading habit. The reverse, of course, also may be true; folk stories and fairy tales can be a valuable inducement to reading. These stories and tales are very appealing, since they deal with enduring universal human problems.

Mass literacy may be difficult to achieve in countries where more than one language is spoken—for example, one official language and a number of regional or native languages. Each country must weigh its cultural values and public sentiment against economic and political expediencies in deciding whether to promote literacy in the official language, in the other languages, or in all.

All we have to offer now is our speculations about how these cultural forces operate to encourage or discourage reading. What we need is research that will help us to understand such issues as:



Economic Forces

A nation's economy can provide incentives for people to read to improve their lives, or it can place barriers in their way. Poor, rural people, clinging daily to the edge of survival may regard learning to read as a luxury and devoting time to reading an indulgence. A middle-income factory worker aspiring to a managerial job, however, will know that reading is essential to his progress.

Certainly the rural poor would benefit from knowing how to farm more efficiently, how to ward off diseases, how to better use their scarce resources—knowledge that reading can provide. But because of their position within the economy, they may have little inspiration and little opportunity to overcome their illiteracy.

In countries where the economy is based on a high level of technology, reading is essential to obtaining a job or gaining advancement. The importance of a literate population to the industrial and economic development of a country is obvious. If jobs are available and those jobs require reading or knowledge gained from reading, people can be motivated to read.

Access to land or property can also motivate reading. For example, Botswana is distributing its common cattle-grazing land among individual ranchers. The cattle owners now find that they must know how to read the laws and regulations so as not to be deprived of their fair share of land. The issue in Botswana is actually more profound than simply economic advancement; it involves a most fundamental human principle, social justice, a topic we cover in the next section on political structures.

When people are taxed, particularly when it is under their own regulation, there are direct incentives for them to keep informed through reading, in order to know how their taxes are being spent. Furthermore, taxation often provides the funds to support the schools, which in turn are charged with the responsibility of teaching people to read. When a nation's resources are limited, adequate education for reading may not be available to satisfy the people's desire for increased literacy.

Again, we have little established evidence on what economic forces stimulate or hinder the motivation to read. Several research questions, however, become clear:

Political Forces

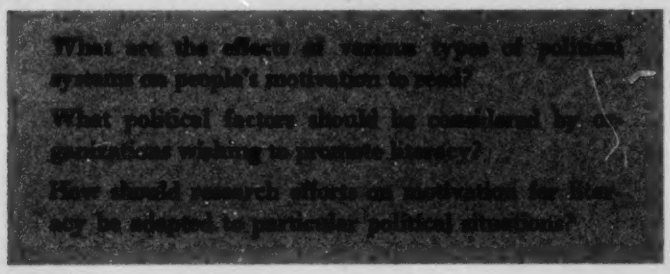
Politics and literacy are interwoven in complex ways. Political commitment and participation may arouse the incentive to read. The literacy level of a people is often determined by the government's commitment to education and literacy. A literate population, in turn, can influence the form of government and the nature of political ideology.

These are not abstract forces. They affect individual human needs. A government that reflects the imagination of its population can help its citizens to fulfill their personal needs and dreams. The contact between a government and the people it serves flows, in great part, through reading.

Politics and economics can combine to affect reading. When an individual sees that his political participation can directly affect his options for economic survival and growth, and when his participation requires reading, his motivation can be significantly enhanced. The inspiration is social and political justice. People will want to read when they believe that they are entitled to social justice and recognize that a knowledge of the laws and the political process will help them to gain that justice.

The provision of education through the schools is often taken for granted. It should not be, for education is not universal throughout the world today. It requires major commitments of national resources. Each government must decide whether pervasive literacy is of higher priority than other demands on those resources.

Research and action programs must consider such national and regional political questions as:



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Practical Problems

Although the larger issues of culture, economy, and politics are very important, there are a number of practical problems related to education, availability of materials, and the media that must be addressed by research in order to improve the many literacy and reading promotion efforts throughout the world.

Education for Reading

There are many forms of reading education. Children often learn to read during the course of normal schooling. Young people and adults, who either did not learn to read early in life or who lost their reading skills, also require programs that will serve their needs.

Children can learn to read either at home, in school, through television, or through special reading programs provided by a library, a religious group, or some other organization. Parents play a strong role in inspiring early learning, and from what we know of this role, parental reading habits, their interest in guiding their children's development, their attitudes toward school and learning, and their encouragement of reading are major factors in the formation of a child's lifelong reading habits.

Formal schooling or special training in reading also are important. Schools in different countries may stress different facets of reading. Several symposium participants felt that education for reading in the United States often concentrates too much on skills and techniques and too little on its joys and pleasures. Many of the open schools in England encourage children to appreciate reading by having them read what they write themselves. The attitudes of the teacher and the values placed on the uses of reading within the school can be very influential for the new reader. If he finds pleasure and satisfaction in reading, he is likely to continue. But if reading is threatening or frustrating or simply dull, he will move to other pursuits.

Our symposium members observed that the institutions that train teachers should emphasize more strongly the motivation or encouragement for reading. Although reading is a highly individual pursuit, most teachers must deal with many students and several subjects in a short space of time, thus allowing little opportunity for private attention to an individual child's reading needs and problems.

Public libraries often supplement the formal school program with additional reading activities, usually aimed at reading for pleasure. According to our symposium participants, these supplemental programs are not always in harmony with the school programs. In some countries, the teachers feel that students should concentrate on their textbooks and not be distracted by the fiction or other books they pick from the library. Such a reaction is unfortunate, since these supplemental programs can often set the stage for the young child to exploit the informal learning opportunities that surround him. Once the child becomes excited by enjoyable reading, his natural curiosity can perpetuate future learning and pleasure through reading.

Adults, either as new literates or lapsed literates, often require special reading programs offered through the schools, libraries, religious and other organizations, or through employers or the military. Some countries use television to reach adult illiterates. For example, the

British Broadcasting Corporation is televising a popular program called "On the Move," which encourages adults to learn to read.

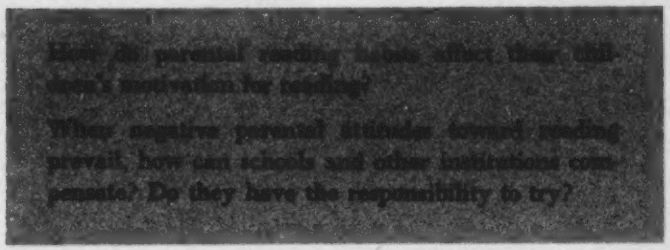
The practical problems in motivating adults to learn to read differ somewhat from the problems with children. As indicated earlier, the stigma for the nonliterate in a literate society, can be a major barrier in getting help to such a person. Embarrassed to admit this deficiency, he is unlikely to seek means to remedy it. In less literate as well as literate societies, the resistance of illiterate adults against reading can be overcome by nonthreatening unembarrassing teaching methods. Not only must psychological obstacles be overcome, but practical problems of the nonreading adult must be recognized. For example, for adults with full-time jobs, reading classes must be scheduled at convenient times.

One motivational tool found to be successful in several libraries and literacy programs is called "bait material"—easy to read and appealing books that can attract people to the library and eventually attract them to reading.

In special literacy programs, dropouts pose a constant problem. The director of one large literacy program said that even after years of working in the field, she is still not sure why people come to learn to read, and she knows even less about why they drop out. Surely, these are topics for careful and systematic research.

Another major problem for adult literacy programs is the availability of appropriate reading materials, a subject to be addressed in the next section of this chapter.

Questions for practical research in education for reading might include:



Availability of Reading Materials

Motivating people to read is useless if appropriate reading materials do not exist. Symposium members noted that in certain developing countries massive literacy campaigns were mounted and were apparently successfully launched, only to have the new literates lose interest, and lapse back into illiteracy, for lack of materials to read.

With so many complex forces at work, availability of printed materials may appear to be one of the simpler problems to solve. It is not. There are at least four major areas of consideration:

- Supply and distribution: Are there enough materials to fill the demand in a particular area? Can they be produced and distributed properly?

- Cost or ease of access: Can those who want books, magazines, and newspapers afford to obtain them or can the libraries provide enough?

- Content: Are the materials interesting and useful to readers and is the combination of reading difficulty and content appropriate?

- Design: Are the materials visually attractive to readers? Does the design present information in the most understandable form?

Supply and distribution are great problems in less affluent developing countries, which lack publishing and distribution facilities and must often import books. Imported materials seldom hold the same interest as locally produced books, magazines, and newspapers. But it is very expensive to establish local publishing operations, and it is difficult for commercial publishers in the developed countries to produce materials specifically tailored to the demands and markets of the developing countries. New readers in a developing country can seldom afford to pay the prices that the foreign commercial publishers must charge in order to meet their expenses. The development of library systems can be an important step toward solving this problem, but it is not the total solution.

Cost or ease of access is another great problem in developing countries. Most reading materials, especially books, are expensive, and new literates often cannot afford to buy them. The advent of the paperback has done much to alleviate the cost problem in the developed countries, but other solutions, such as expanded and redesigned libraries, are needed for the developing countries. Libraries, however, require substantial funding to construct, to staff, to buy books, and to conduct promotion campaigns to attract book borrowers.

The companion issues to cost are quality and durability. Especially with schoolbooks, educators and publishers must decide if it is better to produce more expensive books that will survive four or five years of use in class after class, or to produce less expensive books that can be regarded as consumable by each student every year. Do children become attached to a book they regard as their own and read it many times? How do they react to books that they regard as being on temporary loan to them? Sustaining the reading habit is a subtle matter and it may be that such personal reactions are important. We need research that tells us the importance of these personal reactions and what should be done about them.

Content is a major issue. Some would say it is the only issue. It involves not only the subject matter but also the appropriateness of the reading skill level and the style of writing. For example, materials for young people and adults, especially new literates, must be written in a style and at a level that match the reader's ability, but they cannot be demeaning in tone or content. Likewise, books for children must deal with subjects that are interesting to them, but must be neither too simple nor too complex to read. The problem is particularly acute in developing countries because of the lack of local publishing facilities. Even where local publishing is possible, there is the further difficulty that skilled native writers must be available. We do not have the remotest understanding of how to assure the continuing presence of creative local authors.

The *design* of a book or magazine can affect the way people approach it and the way they treat it. If the cover is attractive, people are more likely to pick it up. If the type style and design are clearly readable, the new reader is enormously helped to sustain his attention. New readers in different countries will find certain designs more understandable and others less so. We must know how various people react to different design characteristics in reading materials.

So much has been written about how television and radio divert people from reading that the positive uses of nonprint media in reading motivation are often ignored. Some sensible words, however, have begun to appear on this topic. The June 10, 1976, issue of the *New York Times* quotes Robert D. Hale, newly elected president of the American Booksellers Association, as saying, "Booksellers are now convinced . . . that television, rather than blunting interest in reading, has become one of the most effective promoters of book sales." He goes on to mention the influence of television documentaries and interviews with authors on talk shows, to which might be added new productions or reruns of classic and popular movies based on books.

In developing countries, the broadcast media have been used very effectively both as educational tools in combination with reading materials and as a means of alerting adults to issues and referring them to helpful books and pamphlets.

For children, television may have more direct effects on creating reading skills. That even very young children initially learn to read words and phrases from television is well documented. It now is also clear that television programs can be designed specifically to teach reading skills at an early age.

There may also be negative motivational factors associated with television. Watching television may require less effort than reading, both for entertainment and for obtaining news. Many people are quite content to forgo reading an in-depth news analysis in a newspaper or magazine for the ease of watching and listening to televised news.

In a related vein, such educational programs as "Sesame Street" have been criticized by some as making children think that learning is very easy and nearly always fun, when, in fact, a good part of learning may be difficult and time consuming. It may be, however, that when children observe that learning can be en-

joyable and gratifying, all forms of learning become more attractive.

The influence of nonprint media on reading depends then on how they are used and what is expected of them. Although research is conducted regularly by major networks and government agencies on people's reactions to commercials and the emotional content of programs, little is known about the influence of media on reading motivation. The nonprint media now play a central, pervasive role in people's lives. How they can be combined with reading activity to be mutually reinforcing is one of our most compelling current research questions.

4

Recommendations

Most recommendations that emerged from the symposium are for research, practical investigations, and experimentation that will directly benefit teachers, school administrators, librarians, and the people involved in special literacy programs. But the recommendations are not limited to research. Many contain suggestions for action that could be mounted immediately.

The participants emphasized that any research or action program must be adapted to the cultural, economic, and political conditions in the country or region where it is conducted. (See the considerations discussed in Chapter 2.) Thus, our recommendations provide general outlines that must be adjusted to particular settings. No priorities have been indicated since each country must determine what is most important and appropriate to its needs and resources. The recommendations are directed to UNESCO and to all international, regional, national, and local organizations concerned with education and literacy. The implementation of the recommendations will require the cooperative efforts of all such groups.

Much research on reading has been conducted by educators and psychologists in the developed countries. While a great deal of this research focuses on techniques for teaching reading, it has implications for reading motivation. Evaluations of literacy programs in developing countries may also provide reliable information on motivation. Research from various disciplines on general human motivation may have direct applications to reading promotion.

Some research also exists that bears directly on motivation for reading, as indicated by the bibliographies in Appendices E and F. Few attempts have been made to gather this research, compare the various studies, and distill from them useful, practical guidelines. One such attempt was made by Richard Bamberger in a book called *Promoting the Reading Habit*, published by UNESCO in 1975. More such syntheses are needed, and they should be widely distributed.

We are not suggesting simply that existing research findings be listed and summarized. Rather, the implications for improved motivation methods in reading programs should be drawn from the research findings and developed into guidelines for action. A major analytic effort is needed.

Recommendation #2

There was consensus at the symposium that new evaluations of a few selected programs could lead to concrete and immediately applicable results. The key motivating factors present in different literacy and reading programs could be identified. Information could be gathered on the types of reading materials which have been produced and their effectiveness with adults and children. Approaches to the training of teachers and volunteers could be described and evaluated. In this way, more precise lines of inquiry could be defined for the subsequent study of both current and future programs. Many programs exist, but efforts to evaluate and compare them, especially with respect to motivation, have been sporadic.

Comparisons could be made among various promotional strategies. For example, methods developed by the International Extension College in London are being applied in two strikingly different situations in Africa. Initially, correspondence materials, in combination with radio and classroom lessons, were used successfully to teach health information and attitudes in Tanzania. The promotion strategy made use of the mass political organization of Tanzania's socialist governmental system. Currently, the same combination of methods is being applied in Botswana, where land tenure patterns are to be changed from a communal system to an individually owned ranching system. Thus, two projects using similar methods appeal, on the one hand, to in-

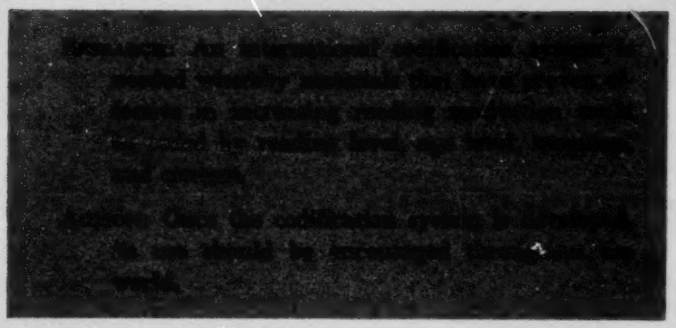
dividual motivations and, on the other hand, to collective motivations. These could be studied and contrasted.

In order to implement the action recommendation with a minimum of expense, an organization such as UNESCO could quickly survey a number of the major literacy programs around the world, asking for a list of techniques they use to promote reading. This list could then be printed and disseminated to schools, libraries, and other reading and literacy programs.

Recommendation #3

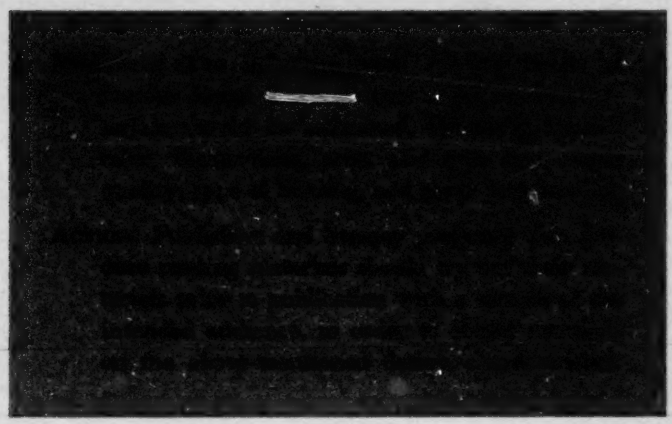
If lifelong reading habits are to be created, school-based, vocational, and special reading programs should be coordinated within a total community effort. Both research and action are needed to identify the problems and possible solutions in such coordination efforts.

Recommendation #4



Participants from developing countries stressed the inadequacy of ordering books from overseas catalogues, which are cued to specific age levels in the exporting country, not the importing country. More general designations of reading level and of interest need to be developed and applied to well-known and easily available materials for motivating readers. Expressions of reader appreciation must become the prime determinant of inclusion in the codification system, but this will require careful, valid measurement.

Recommendation #5



In Malaysia, draft versions of reading materials produced by the Ministry of Education are pretested with children. These field tests have led to many specific improvements in the materials, as well as to general indications of the young readers' interest, which sometimes contradict the initial beliefs of Ministry professionals. Similar pretesting methods would be of practical use in other countries.

During the symposium, it was also noted that comic books with a large number of illustrations and relatively small amounts of simple text have been effective with poor readers in military-training settings, as well as in economic development programs. What part should comic books and other forms of reading material play in the transition from nonreading to skilled read-

ing? Such new forms should be designed in as many ways as authors and publishers can create. All must be tried and tested.

Recommendation #6

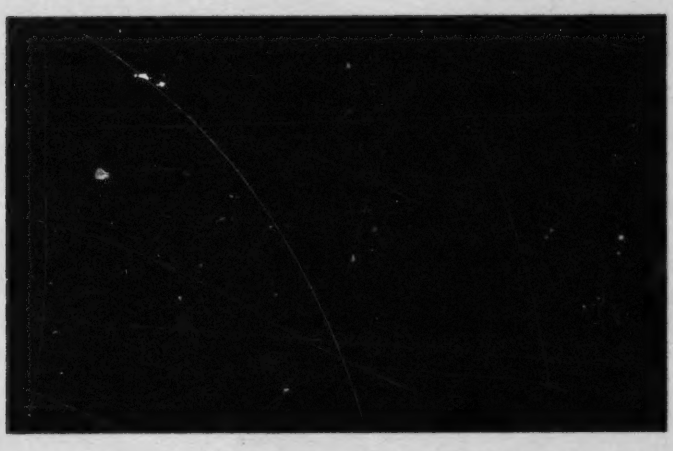
As discussed in Chapter 3, the technical skills of writing, illustrating, editing, and publishing are not always plentiful in the developing countries. Good writers must be developed through experience and training. Results from the research studies proposed by the symposium and from existing research should be used in the training of authors and publishers of books in developing countries as a supplement to their own creative instincts and their knowledge of local conditions.

Available expertise should be collected and disseminated to all who could benefit from it. Publishers in the developed countries should work closely with libraries, teachers, and publishers in the less-developed countries to improve the quality and usability of indigenous and imported reading material.

Recommendation #7

A large percentage of adults who enroll in literacy programs do not attain or maintain literacy. Furthermore, in the developing world, only a small percentage of children attain adequate reading levels through formal schooling. Therefore, it becomes extremely important to discover why people drop out. There probably are important subjective factors at work; for example, the impressions of dropouts regarding the discrepancy between their expectations and experiences in literacy programs might clarify the intrinsic personal factors affecting reading motivation. There also are objective, external forces at work; for example, the demands for physical and economic survival may block even those who are most highly motivated to sustain their reading.

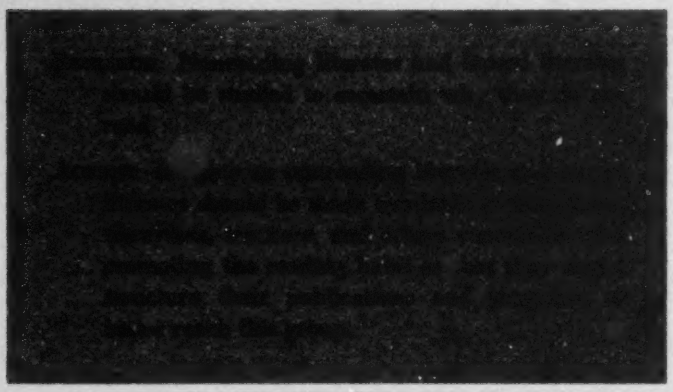
Recommendation #8



Educational programs in different countries succeed at different rates in transmitting those skills and atti-

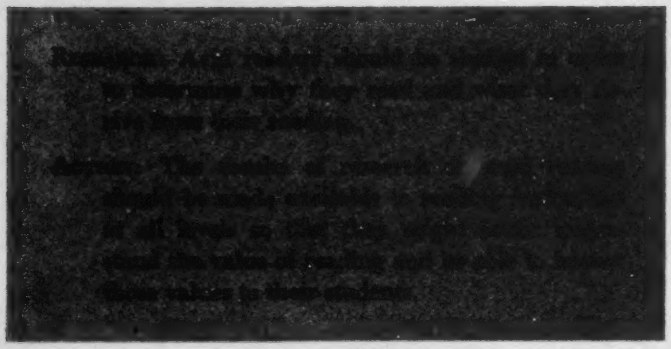
tudes which promote the reading habit. The symposium participants believe that studying only dropouts of educational programs ignores many readers who may have succeeded in an official sense, but who may have unattended reading needs which persist. We must not ignore those from whom much can be learned—those who not only complete the program successfully but also continue to apply their acquired reading skills.

Recommendation #9



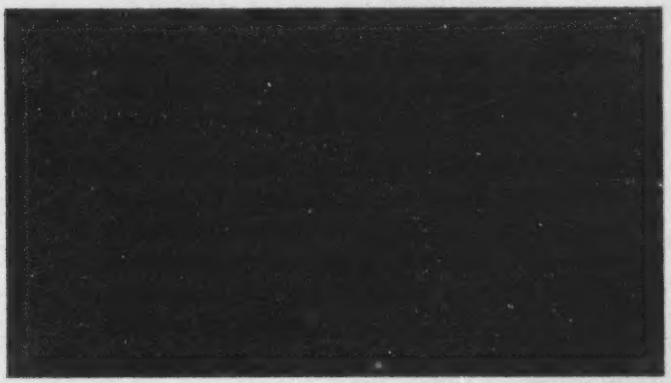
Once the technical skills of reading have been attained, children and adults often fail to continue to read. The transition between early acquisition of reading skills and their later use is a compelling topic for study.

Recommendation #10



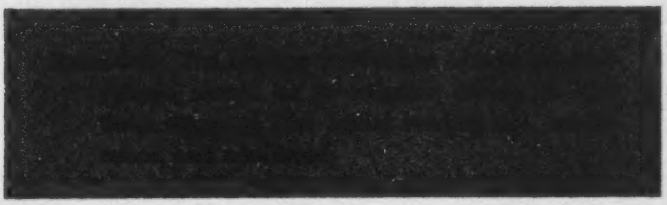
This research should not be limited to the people who read a great deal. There is a danger in stressing the quantity of reading, without considering the quality of reading, or reading which provides great satisfaction to the reader. People may confine their reading to one book—for example, the Bible. Yet from this one book, they may gain great inspiration and personal meaning. In studying avid readers, then, researchers should probe not only what people read, but also their feelings about the significance of reading in their lives.

Recommendation #11



While illiteracy in predominantly literate societies is generally accompanied by a social stigma and embarrassment, there are instances where nonreaders claim that they are proud of the fact that they do not read. Are there really positive reasons to avoid reading, or are these protestations strictly defensive? This needs to be ascertained when devising strategies for promoting reading.

Recommendation #12



It is important to determine how and why successful initial motivation for reading is maintained or lost at later stages in life. Conversely, it is important to know whether reading motivation which develops later in life can be as effective as prolonged motivation from childhood. It would be difficult to conduct this study as a longitudinal examination, following each individual through life. It may be more practical to select adult readers and nonreaders and ask them to recall their past reading experiences and motivations. In this latter approach, the parents of the subjects might also be asked to recall the subjects' reading motivations in earlier periods. Direct observation of people at all three levels would also be necessary.

Recommendation #13

The cost of failing to adjust to changes of interests that occur over time was atttested to by several of the

symposium participants. One participant noted that a country's adult literacy program was attended by teenagers who had dropped out of school, protesting the inadequacy of the traditional children's books given them in school. Another participant asked what types of children's books are called for in an era when most children watch adult television programming. Many purchasing decisions regarding children's books are made by adults who are out of touch with the current needs and interests of children. Correcting this fault may not be simple. Up-to-date inventories of these needs and interests must be kept. This constitutes a formidable measurement undertaking.

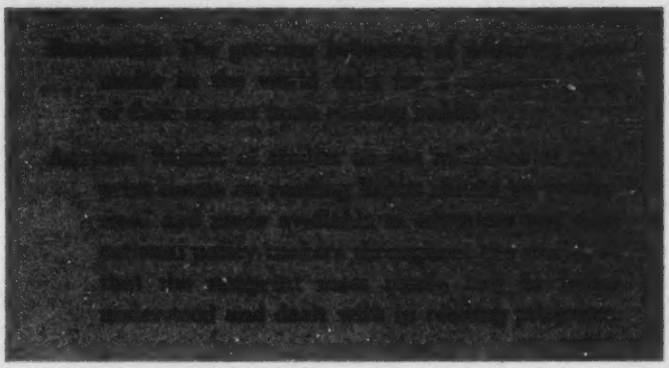
Recommendation #14

During the symposium it was argued that reading may either be undermined by the oral tradition, or be stimulated by it. When reading supplements the oral traditions, authors begin to share the authority of parents and relatives for carrying the culture from generation to generation. Does this undermine parental authority or simply distribute the legitimate authority in the culture more widely? In any case, books may revitalize the oral traditions, containing folktales that parents can read aloud to their children and reinvigorating an oral tradition which fades as the influence of the family declines. An excellent example of the use of folktales can be seen in the case study from Iran, in Appendix B.

Recommendation #15

Representative families within particular cultures should be chosen, including families that display the dominant values and habits of the culture and families that display a range of other attitudes toward reading. It might be illuminating to select families where both parents read, neither parent reads, only the mother reads, and only the father reads. Since reading is only one ongoing activity among the many complex interactions of the family, careful observational studies will be necessary if reading is to be seen within the natural context.

Recommendation #16



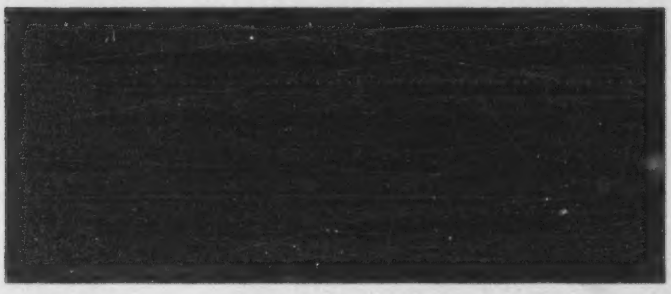
In the developed countries, people's attraction to radio, television, and cinema continues to grow explosively. Although time spent absorbing information from other media is time not spent on reading, there are in-

dications that, under certain circumstances, nonprint media can stimulate the appetite for reading.

In the less-developed countries, the broadcast media are expanding rapidly to serve populations which were not previously avid readers. The impact of radio and television upon largely nonliterate societies may be quite different from their effects on reading in industrial countries.

Symposium members raised many specific points on this research topic. The showing of films based on books generally produces an upsurge of demand for the book. Furthermore, news magazines in the industrial countries have prospered as radio and television news has become more comprehensive and frequent. Thus, audiovisual media may supplant reading as a means of information gathering or stimulate reading in response to increased appetites for information. Either effect may occur under different circumstances, and we must understand how print and nonprint media can augment each other rather than compete.

Recommendation #17



The British Broadcasting Corporation has recently begun a prime-time television series dedicated to adult literacy, attempting to demonstrate that people should not feel inadequate or unintelligent simply because they have not mastered or retained the skills of reading. In Jamaica, the JAMAL program has used radio and television quiz shows in order to motivate participation in the JAMAL literacy program. On several occasions, American commercial television has advertised

the book upon which a major television series had been based. "The Electric Company," a daily series on American public television, has been designed to assist young readers to acquire beginning reading skills. It is viewed both at home and in school, providing an effective supplement to classroom instruction. These and many unreported instances of reading promotion through nonprint media should be investigated.

Recommendation #18

Conclusion

The issue of reading motivation addressed in the symposium and in this report is of vast importance. It touches virtually every nation.

Each research topic should be further developed and refined through discussions with various organizations involved at regional, national, and international levels, including such efforts as the UNESCO "Books for All" program. Methods must be developed that fit each nation's objectives, resources, and cultural heritage.

It is hoped that research can be married to action in order to amplify the efforts already begun by UNESCO and other organizations concerned with promoting the reading habit.

The Academy for Educational Development, speaking for the symposium participants, expresses the hope that this report will inspire other individuals and groups to lend their imagination and creativity to the task of promoting the reading habit.

A

APPENDIX

A Summary of Ways People are Motivated to Read

THE FOLLOWING list of ways people are motivated to read was drawn from the symposium discussion and from various documents reviewed in preparation for the symposium. The order of the listing does not imply priority or relative importance for any one item. There is also some overlap among the listings.

- The desire to be accepted or commended or to please others including:
  - —parents
  - —peers (playmates, spouse, associates, etc.)
  - —teachers
  - —social group or community
  - —employer
  - —military organization
  - —religious group
  - —political party
- The need to solve problems related to:
  - —survival (obtaining food, shelter, security, etc.)
  - —personal well-being (emotional difficulties, frustrations, etc.)
  - —intellectual study
  - —hobby
  - —job

—legal matters
—other interests

- The drive to help others, for example:
  —parents wanting to learn to read in order to help their children learn, or children wanting to help their parents
  —any person wanting to learn a skill or a discipline in order to aid others
- The encouragement of one's religious practice:
  —to attain salvation or enlightenment through holy texts
  —to seek spiritual inspiration
  —to increase one's knowledge in order to serve others
- The need or drive to attain a particular economic level by:
  —obtaining or holding a job or advancing in an area of employment that requires reading skills
  —improving one's skills, say in farming or a trade or a craft, through reading about new techniques
  —learning how to save money or other resources
  —learning how to invest one's money
- The desire for psychological escape, which might involve:
  —creating one's own fantasy world or sharing someone else's (fairy tales for children; novels, plays, short stories for adults)
  —relaxing or diverting one's mind in order to gain release from everday pressures
  —passing the time
- The quest for pleasure or joy through the written word, including:
  —enjoying the beauty of fine writing or a good story
  —seeking knowledge for the sheer pleasure of knowing

- The desire to enlarge or expand one's environment or horizon, stimulated by:
  - —curiosity
  - —a spirit of adventure
- The drive toward self-improvement, or fulfillment, which might include:
  - —seeking inspiration
  - —becoming a more interesting person
  - —being able to take advantage of available opportunities
  - —filling a vague, unnameable gap
  - —striving for completion
  - —pursuing a hobby
- The need for political participation in order to:
  - —protect one's rights
  - —fight for a cause
  - —understand the political forces that affect one's life

B

APPENDIX

Case Studies

CASE STUDY: IRAN

NASSER RAHIMI
Vice Minister of Education
Ministry of Education

LILY AMIR-ARJOMAND,
Director
Institute for the Intellectual Development of Children and Young Adults

The Ministry of Education

In Iran, there are nine million young people enrolled in the primary and secondary schools run by the Ministry of Education. Motivating children to read and teaching them how to read are major concentrations. The Ministry of Education publishes a monthly series of pamphlets that provide reading materials for the primary and secondary grades, as well as guides for teachers.

Within its literacy promotion efforts, the Ministry considers libraries to be an important element. However, because of a shortage of trained teachers in some localities, it is more important to hire and train teachers than it is to build new libraries. In such cases, the libraries developed by the Institute for the Intellectual Development of Children and Young Adults (described below) have been an extremely helpful supplement to the Ministry's program. This is particularly true in the

smaller villages. In one state, there are over 5,000 small villages, two-thirds of which contain no more than forty-eight to fifty-three people.

The Institute for the Intellectual Development of Children and Young Adults

The inspiration for the Institute came from Her Imperial Majesty the Empress of Iran in 1966. With a gift of $20,000, Her Majesty created a library for children in Tehran.

In the early years of the Institute, Mrs. Arjomand, the Institute's director, carried boxes of books in the trunk of her car into the poorest parts of Tehran. She visited schools offering books to the children to read in addition to their textbooks. These deprived children showed such enthusiasm for reading that Mrs. Arjomand told Her Majesty it was a shame to have just one children's library located in the wealthier part of Tehran. As a result, the Empress created more libraries and expanded the Institute's activities to include a number of cultural activities for children and young adults throughout the country. Today the Institute consists of 29 centers in Tehran and 100 in the provinces. Each center is a separate building, serving several schools. The Institute also sends jeeps and mobile vans filled with books, records and films into more than 2,000 smaller villages.

Partly because of its rapid growth, the Institute has had to train many of its 1,500 staff members. High school graduates are trained to be librarians in three months. Young adults who have been members of the Institute are also trained to take the jeeps and vans into the remote villages.

The Institute operates on a budget of $14 million, from the Empress and the Iranian government. Even this, the Institute feels, is not enough for the projects that could be undertaken to serve the high percentage of young people under the age of twenty. Officially, the Institute's activities are limited to children between the

ages of six and fifteen. However, youths who ask to stay on can remain members until age eighteen.

Membership in the Institute is free of charge. The only requirement is that a child must fill out a card and obtain approval of the principal or a teacher in his or her school. The Institute's librarians used to have to go into the schools to convince the children and teachers that outside reading is necessary and beneficial. Today the response is much better. In Tehran alone there are about 300,000 members. However, the boys outnumber the girls by more than seven to one—a good indication that girls are not usually encouraged to participate in social activities.

The Institute is much more than simply a library. Over the years it has added departments as new needs developed. When the Institute started building libraries, there were not enough books to fill the shelves. A Publications Department was then created, but without a budget. Her Majesty translated "The Little Mermaid" of Hans Christian Andersen and illustrated the book herself. The income from the book went to support the creation of the Publications Department.

The aim of the Publications Department is to develop an indigenous children's literature in Iran. About 80 percent of the books published by the Institute are written and illustrated by Iranians. The Institute is striving to record the disappearing heritage of Persian poetry, folktales, and legends, and to use this material to encourage the children to read. Nearly 100 books have been published so far.

Since the Institute is subsidized, it is able to sell its books at a fraction of what private publishers would have to charge. To partially offset that advantage, the Institute also purchases great quantities of children's books from the private publishers—1,000 to 2,000 copies of every title.

In addition to publishing books, the Institute has produced nearly sixty records and cassettes, sixty-five films, and twenty-two filmstrips. Through these various media, the Institute is rekindling the love of classical poetry and music so characteristic of the Iranian people.

In each of the centers, classes are also available in painting, ceramics, sculpture, music, theatre, and film-making. The classes are not intended to make the children professional authors or actors, but to give them a better appreciation of their culture.

There seems to be a natural coordination between the Institute and the Ministry of Education. The Ministry provides the children with the basic subjects and skills, while the Institute provides them with cultural enrichment. Because of a shortage of schools in Iran, there are in some locations three shifts of children attending school each day. In the past, the children who were not in the classroom were roaming and playing in the streets. Now they can go to one of the Institute's centers and use their free time constructively. One of the Tehran centers averages 5,000 students a day.

The Institute is unique. It cannot easily be duplicated throughout the world. But it can and does provide inspiration to other literacy-promotion efforts.

CASE STUDY: JAMAICA

JOYCE L. ROBINSON, *Director*
Jamaican Movement for the Advancement of Literacy, JAMAL

For several reasons, primarily related to the cultural and political history of the country, Jamaica has had a rather high rate of illiteracy. Some estimates put it as high as 50 percent. Free education at the primary and secondary levels began in 1948. In 1972, the Jamaican government granted free education up to a college degree, declaring that education would be available to everyone and that Jamaica would become literate. A National Literacy Board was appointed to carry out that mandate.

The Board launched a literacy program based on the assumption that illiteracy was more a social problem than an educational problem. They used various techniques to motivate people to read. But without the backing of a full educational program and a ready supply of reading materials, many who learned to read lapsed back into illiteracy.

Late in 1974 the National Literacy Board was replaced by the Jamaican Movement for the Advancement of Literacy, referred to as JAMAL. Joyce Robinson was drafted from her post in the Jamaican Library Service to head JAMAL.

In restructuring the literacy effort, JAMAL made use of a series of reading materials developed and tested by UNESCO a few years before. The program consists of four levels of reading instruction, from prereading at level one to average adult reading skill at level four. When a person completes the course, he should be able to write a letter, apply for a job, read and comprehend a short passage, spell correctly, and do simple mathematics.

JAMAL is a literacy program for adults, not an alternative for schoolchildren. The program is intended for people age seventeen to thirty-five, but anyone of any age is welcome. Since JAMAL opened, about 54,000 people have graduated from level four. Many of the classes are taught by volunteer instructors who have been especially trained. In the past it was found that regular schoolteachers tended to teach the adult JAMAL students as if they were children. The volunteers, some of whom are graduates of the JAMAL program, are more effective because they are more sensitive to the needs of the adult students.

The recruitment of students and volunteers continues to be a problem for JAMAL. The stigma of illiteracy is a formidable barrier to overcome. Attempts are being made to surmount this barrier through the use of television quiz shows featuring JAMAL students, who demonstrate that a person who is illiterate or semiliterate is not necessarily stupid. The winners of the quiz show get an expense-paid trip to New York. JAMAL also holds public graduations to encourage students to say proudly to their friends, "Now I can read and write."

Another persistent problem is the supply of appropriate reading materials, items that appeal to the interests of the adult students but are written in simple language. JAMAL publishes a monthly newspaper in three versions, one for each of the first three reading

levels in their program. They also publish booklets for their students on such subjects as farming, marriage, child rearing, etc. The Communications Department of JAMAL produces audio cassettes, films, and television and radio programs which coordinate with and promote the literacy classes.

The classes are offered in a variety of locations at various times of the day, to make them convenient for the adult students. Churches, libraries, and other community organizations often donate space in their buildings. Some firms arrange to have classes held for their employees right in the factories, and they provide other employees to teach. Several buses have been converted into mobile classrooms for teaching in remote areas.

To encourage the graduates to maintain their reading skills and advance themselves, JAMAL is attempting to coordinate its program with community colleges and adult evening classes. Upon leaving the program, all graduates are encouraged to sign up with their local library.

An Evaluation and Research Unit has recently been created, but due to very limited funds, the unit concentrates mainly on such basic questions as where are the classes held, what is the dropout rate in each class (estimated at 50 percent, based on a spot check), how effective is the reading material? JAMAL plans to do further research to find out why people drop out of the program.

JAMAL is also anxious to know what has happened to its graduates and hopes to research such questions as: Have they improved themselves? Are they finding opportunities to follow through on their ambitions? What is the difference between the progress rate of the lapsed literate who has been reclaimed and the adult who is coming in for the first time? Should different techniques be used for the lapsed literate and the newly literate?

At the moment, the majority of JAMAL's funding comes from the government. The budget for 1975 was $4 million. For 1976 it is $6 million. In preparing the budget for 1976, JAMAL calculated that it would have

paid an additional $13 million in salaries if most teachers had not been volunteers. Community support given to JAMAL in the form of free use of buildings also represents a great contribution to the budget. JAMAL is not a part of Jamaica's Ministry of Education. Rather, it reports directly to the office of the Prime Minister of Jamaica. The responsibilities of the Ministry of Education have become so tremendous that JAMAL would have been a mere appendage. Consequently, the Prime Minister has placed the JAMAL program directly under his personal portfolio in order to give it the extra attention and priority that is needed.

CASE STUDY: MALAYSIA

NIK FAIZAH MUSTAPHA, *Head*
Curriculum Development Center
Ministry of Education

A major thrust of the Curriculum Development Center is to prepare materials that will encourage more children to read, not only school textbooks but also general literature.

The Center has just completed a study of the reading habits of Malaysian children. They found that most of the children can read, but there is some doubt about their level of comprehension. As a result, a remedial program is being mounted for the students in the third year of primary school, where they are taught to read in the national language as well as in English. The Center is also training teachers to conduct diagnostic tests which will enable them to better identify and deal with the particular reading problems of each student.

The Center conducts a number of other activities related to the promotion of reading. It produces reading materials to supplement the students' textbooks and to broaden the students' reading interests. For each set of readers, there is an accompanying teacher's handbook, plus inservice training materials. The Center also carries out evaluation tests on the available reading

materials, especially in the national language, to determine which are suitable for the various grade levels.

Although the Center produces its own reading materials, it also does a great deal of translation and adaptation of material from other countries. Availability of appropriate reading materials is a continuous problem. The staff of the Center feels that while the children can benefit from the best of what other countries have to offer, the material should be adapted to the cultural and social context of Malaysia. It is also very important for the children to learn from books produced in Malaysia, so that they can be more aware of their own national heritage and development.

Another problem that the Center recognizes has to do with the library services in the schools. There is a school library unit within the Ministry of Education that develops and promotes these services in the schools. But the students are not using the libraries, apparently because they are more concerned with studying for exams. While the members of the Center's staff do not advocate a de-emphasis on textbooks, they are interested in broadening the students' horizons and enjoyment of all kinds of reading. As more people benefit from universal education, it is hoped that they will extend their reading habits beyond the necessity of simply obtaining a school certificate.

The Center considers the intellectual development of the teachers to be just as important as its work with the students. Several television programs have been created to inspire and instruct teachers in various methods for motivating students to read. The Center has also initiated a special training program for about 100 teachers who needed remedial work in the English language.

The Center looks forward to the day when they can begin addressing the problem of adult reading development. At present the national priority is for rural development. For the time being, adult literacy and education are of secondary importance.

A great deal of research and planning has been done by the Center and the Ministry of Education. The needs

are known and the goals have been specified. The problem now is lack of personnel and resources to implement all the programs required. At present, 25 percent of the Center's staff are taking courses throughout the world so that they will be in a better position to adapt materials and techniques from the more developed countries. The Center is doing everything it can to prepare itself to meet the problems of the future as well as the present.

C

APPENDIX

Statements Read at the Symposium

Message from the U.S. National Commission for UNESCO

Ladies and Gentlemen:

Although I cannot personally be with you during your deliberations, I want you all to know the importance that my colleagues and I of the U.S. National Commission for UNESCO attach to this meeting.

As I look at the totality of UNESCO's far-ranging activities, I can think of no more important field of investigation than that of the promotion of the reading habit. It is not just a question of teaching men, women, and children to read and write with the view to increasing economic productivity, although, of course, this is an important concern to both developing and developed countries. What is at stake here, it seems to me, is the fashioning of broadly based literate societies in which the peoples of nations can shape their destinies with knowledge and understanding of the past and present. To this end, people must know not only *how* to read and write but must also develop the reading habit. Even in advanced technological societies, where high rates of literacy are taken for granted, the prob-

lem of the development of the reading habit is surprisingly and significantly acute. Often inundated by images of the audio-visual media, the perspectives that are created by reading have been threatened or have even disappeared. Frequently images become the substitute for words and the processes of rational thought.

The U.S. National Commission for UNESCO is delighted to be able to cooperate with UNESCO, the Academy for Educational Development and the Government Advisory Committee on International Book and Library Programs of the Department of State.

We commend Dr. Alvin Eurich and Mr. Theodore Waller for their efforts in organizing this symposium. We recall with pleasure Dr. Eurich's leadership as Chairman of the U.S. National Commission for UNESCO.

May your efforts add to mankind's crucial knowledge for the survival of nations in peace.

On behalf of the U.S. National Commission for UNESCO, I extend to you one and all warmest greetings.

ROSEMARY L. GINN
Chairman, U.S. National Commission
for UNESCO

Opening Statement from the Official UNESCO Representative at the Symposium

Mr. Chairman
Mr. Co-chairman
Ladies and Gentlemen,

It is for me a great honour to represent UNESCO at this International Symposium on Promotion of the Reading Habit, which takes place at a time when the United States is celebrating its Bicentennial.

Let me first convey to you the greetings and best wishes of our Director General, Mr. Amadou-Mahtar M'Bow, as well as the warm regards of my colleagues in the Secretariat who are directly involved in book promotion activities.

We, in UNESCO, are indeed most grateful to all those whose combined efforts have resulted in the organization of this meeting, which deals with one of the main themes of our programme. We are grateful to you, Mr. Eurich, not only in your capacity as President of the Academy for Educational Development, but also for the support you have always given to UNESCO as Chairman of the U.S. National Commission and as an active member of the U.S. Delegation to several sessions of our General Conference. To you, Mr. Waller, who have been associated since the very outset with our book activities, as an indefatigable member of first the Support Committee of International Book Year and then the International Book Committee. Allow me to turn to you, Miss Owens, to express through you our thanks to the Government Advisory Committee for International Book and Library Programs, which focuses and reflects so much devoted effort on the part of individuals and organizations in this country; and, of course, to the U.S. National Commission for all its work in sponsoring and preparing this meeting. The message you read on behalf of Mrs. Ginn is highly appreciated.

I should also like to express my personal pleasure in being with you today at Mohonk Mountain House. For it was here that the U.S. National Book Committee organized in December 1972, as the highlight of the U.S. observance of International Book Year, a conference where outstanding economic development planners, educational planners and book people from eleven countries met to discuss ways and means of building—as they put it—"connective tissue" between their several constituencies. I am happy to say that what has come to be known as "The Mohonk Declaration," which was adopted at the conclusion of that Conference, has greatly helped UNESCO in shaping the world-wide long-term programme of action, "Books for All," launched in 1973 as a follow-up to International Book Year.

As Mr. Waller will remember, the idea of convening the Symposium we are attending today was first brought up at the second session of the International

Book Committee, held in September 1973 at the Regional Book Development Centre for Latin America, in Bogotá, Colombia. In the course of their discussions on the reading habit, the participants came to the general conclusion that little was really known of reader motivation. It was agreed that much research was needed and suggestions were made that a technical seminar be held on the subject, with UNESCO's assistance.

Only a year later, at the eighteenth session of UNESCO's General Conference, the United States' Delegate, assisted by Dr. Richard Nobbe, of the U.S. National Commission, was in a position to offer the hospitality of his country as host to that Symposium. He made this offer in terms which are still very vivid in my memory and which, I think, deserve to be mentioned on this occasion.

The Delegate reiterated the full support of the United States to UNESCO's programme for the promotion of books and reading and gave four reasons why his country especially liked this programme. He stated that UNESCO was making a significant contribution to the free flow of information; that International Book Year, unlike other similar campaigns, had not been an end in itself but a starting point for long-term activities; that the programme had been elaborated in close consultation with Member States; and that UNESCO had clearly perceived that such a programme could not have a real impact unless a proper infrastructure was established at both the national and regional levels. He explained that the holding of the Symposium in the United States would give an international dimension to the "Right to Read" programme being carried out successfully on the domestic scale.

Today, experts from various regions of the world are gathered here to exchange their views and experiences on reading motivation in order to determine what can be done to inspire people to want to read. The background paper prepared by the organizers of the meeting provides an excellent basis for discussion.

Since we are going to examine this paper in depth, I don't want to take up any more of the Symposium's

time at this point. Let me simply add that surveys on reading habits have been or are being carried out in various Member States and a study by Professor Richard Bamberger has been published in English and French by UNESCO under the title "Promoting the Reading Habit." This study has already been translated into German and Spanish, and publishers in several countries have shown interest in bringing it out in their national languages.

For the next biennium, UNESCO plans to publish a comprehensive work, which would deal in particular with the proceedings of this Symposium and would attempt to summarize the courses adopted in various countries to encourage the reading habit. Meanwhile, the results of your deliberations will be brought to the attention of participants in the Fourth Session of the International Book Committee, to be held in Tokyo at the end of this month.

I may assure you, Mr. Chairman, Ladies and Gentlemen, that your observations, conclusions and suggestions will be of great help, not only to UNESCO, but also to all our friends throughout the world, who are trying to make a reality of the continuing motto, "Books for All."

Thanks again to all of you.

JEAN MILLÉRIOUX
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APPENDIX

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APPENDIX

Bibliography Compiled by the International Reading Association

MOTIVATION FOR READING

An International Bibliography

Compiled by

RALPH C. STAIGER, International Reading Association

The International Book Committee is comprised of a group of individuals representing international professional organizations, the UNESCO Book Development Centres, and other interests in the world book community. Members include Sigfred Taubert, Chairman, Federal Republic of Germany; Ivan Boldizsar, Hungary; John Boon, United Kingdom; Pierre Caille, France; Jorge Cardenas-Nannetti, Colombia; Jean Dihang, Cameroon; Mahmoud El-Sheniti, Egypt; Hans Halbey, Federal Republic of Germany; L. Karnkowsky, Poland; Herman Liebaers, Belgium; P. Lisowski, Poland; Dina Malhotra, India; Vladimir Naidenov, USSR; Otto Georg Prachner, Austria; Kunihiko Shimonaka, Japan; Paer Sjogren, Sweden; Ralph Staiger, USA; Harald Tveteras, Norway; and Theodore Waller, USA. Julian Behrstock, Director, Free Flow of Information and Book Development, and Jean Millérioux, Chief, Division of Book Promotion and Development, are the

UNESCO members of the committee, which has an official advisory relationship with the UNESCO Book Development Program. As a result of discussion by the committee at its meeting in Mainz, Germany, in October, 1974, the following bibliography was developed.

Items for the bibliography were found in many places. Members of the committee were generous with their help; the normal available bibliographic tools were used in a library search; and the Educational Resources Information Center of the National Institute of Education in the United States was searched for items published in 1973 and 1974, using the descriptors, "reading habits," "reading interests," "reading behavior," and "recreational reading." In addition, fugitive materials occasionally provided an item.

Special thanks are due to Mrs. Yasuko Wakabayashi of Heibonsha Limited, Publishers, for translating the Japanese references into English. The references are published, of course, in the Japanese language, even though they appear in English in this bibliography. Some of the Japanese journals which the reader might wrongly assume are published in English are *Library Magazine* and *Studies in Editology*.

A decision which affects the quality of the bibliography was made late in the project, when it was found that it was not possible to annotate all of the citations. Rather than discard those entries for which no annotation was possible, it was decided to provide as much information as was available, namely, a reference. A descriptive title may be useful in directing the reader to a publication of interest; omitting the title completely would be of no help whatever.

The bibliographic style varies according to the sources from which the entries were taken and custom in the country of origin. Whenever possible, entries are presented as they appeared in source materials.

Even though there are relatively few books, journal articles, and monographs issued on the general topic of "Motivation for Reading," the compiler is certain that some have been overlooked. This oversight must be blamed on him. He would be grateful if readers who

are familiar with additional materials on the subject would write to him at the International Reading Association, 800 Barksdale Road, Newark, Delaware 19711, USA. Annotations, together with a complete bibliographic citation, would be much appreciated.

It is hoped that a similar bibliography for materials on the topic will be collected for 1975 and 1976. With the help of individuals in many parts of the world, the next bibliography will be a much improved one.

ANGYAL, ERZSÉBET. "A könyv a modern társadalom fejlödésében," *Könyvtári Figyelö*, 20 évf., 1974, 3 S2, pp. 249–258.

The book in the development of modern society. Lectures given in an international seminar in Belgrade, April, 1973.

ARIAS, GLORIA NIETO DE, *et al. Qué leer*. Bogotá: Editorial Universitaria de América, 1975.

ASKOV, EUNICE N., and TISCHBACK, THOMAS J. "An Investigation of Primary Pupils' Attitudes towards Reading," *Journal of Experimental Education*, 41, 1973 (Spring), pp. 1–7.

Askov's Primary Pupil Reading Attitude Inventory and the Stanford Achievement Tests were administered to 75 first- and 95 third-grade children to investigate relationships between attitudes towards reading and achievement, sex and grade placement. The stability of attitude scores over time was also studied. Results indicate that attitude was significantly related to the Paragraph Meaning but not to the Word Reading subtests of the Stanford Achievement Test. Attitude scores were significantly higher for the 75 females than the 95 males. Grade level was not significantly related to attitude when achievement was held constant. Attitude scores remained stable from spring to fall.

BÁLINT-LEHEL, TAMÁSNÉ, and NÁNDORNÉ, HARGITAI. *Mit olvasnak 1936—ban és 1969—ben a 3. számu* kerületi könyvtar gyermekrészlegének olvasói. Budapest: 1973, pp. 172–194.

What do children read and what did they read in 1936 and 1969 in the city branch library of the Ervin Szabo Municipal Library?

BALOGH, FERENCNÉ. *Fiatal olvasók a tanácsi könyvtárakban/tapasztalatok és módszerek/*. Közreadja az Eötvös Károly megyei könyvtár, Veszprém, Veszprém, 1974, p. 29.

Young readers in the council libraries.

BAMBERGER, RICHARD. *Promoting the Reading Habit*. Reports and Papers on Mass Communication No. 72. Paris: UNESCO, 1975.

Includes chapters on reading activities in many countries, results of research on motivation, factors which influence reading interests, and methods for determining individual reading interests.

BATARI, GYULA. "Az irók és az olvasás," *Könyvtáros*, 24 évf., 1974, 7 S2, pp. 420–421.

The writers and reading—an investigation by questionnaires carried out among 200 Hungarian writers and poets concerning their reading.

BISMARCK, KLAUS VON; GOTO, KAZUHIKO; HAARMANN, REINHARD; and MATHEWS, VIRGINIA. *Die Rolle des Buches im Audiovisuellen Zeitalter*. Köln: Westdeutscher Rund Funk, 1974.

A comparison of the role of the book in an audiovisual age in countries with social and cultural settings: West Germany, Japan, the German Democratic Republic, and the United States of America.

CHIU, LIAN-HWONG. "Reading Preferences of Fourth Grade Children Related to Sex and Reading Ability," *Journal of Educational Research*, 66, 1973, pp. 369–373.

Investigation of U.S. children's reading preferences in relation to their sex and reading ability. Results indicated 1) boys preferred to read in the areas of biography, science, social studies, and sports, while girls preferred adventure, fantasy, humor, and poetry; 2)

there were no differences in reading preferences among high, average, and low level reading-ability groups.

DALE, JOHS. A. *Litteratur og lesing omkring 1890*. Oslo: Det norske Samlaget, 1974.

GEREBEN, FERENC. *A munkásság olvasáskulturája—kulturszociológai es statisztikai adatok tükrében*. A könyv, 9 évf., 1974, 2 S2, pp. 42–48.

Workers' reading culture as reflected in the data of cultural sociology and statistics.

GÖPFERT, HERBERT; MEYER, RUTH; MUTH, LUDWIG; and RÜEGG, WALTER. *Lesen und Leben*. Frankfurt-am-Main: Buchhändler-Vereinigung, Gmbh., 1975.

Issued in celebration of the German Booksellers Association's 150th anniversary of its founding, this collection is an interdisciplinary examination of the world of books and readers.

Section one is made up of research reports and analyses:

Wolfgang R. Langenbucher: Die Demokratisierund des Lesens in der zweiten Leserevolution.
Rolf Eckmiller, Niels Galley, Otto-Joachim Grüsser: Neurobiologische und nachrichtentechnische Grundlagen des Lesens.
Norbert Groeben, Brigitte Scheele: Zur Psychologie des Nicht-Lesens.
Wilhelm Salber, Linde Salber: Motivationen des Lesens and Nicht (-mehr)-Lesens.
Klaus Kippert, Christiane Geisthardt: Kritische Analyse der Leseerziehung in der gegenwärtigen Gesellschaft.
Walter Rüegg: Lesen als Bedingung humaner Existenz in einer offenen Gesellschaft.
Ruth Meyer: Lesen als Mittel der Welterfahrung?
Ulrich Saxer: Das Buch in der Medienkonkurrenz.

The second section includes broad discussion:

Christa Meves: Lesen und Familie.
Arnold Gromminger: Lesen und Schule.
Frolinde Balser: Lesen und Erwachsenenbildung.
Heinz Steinberg: Lesen in öffentlichen Bibliotheken

Peter Hartling: Der Autor—kein Berufsbild
Heinz Friedrich: Wer druckt was für wen and warum?
Peter Meuer: Aufgaben des Sortimentsbuchhandels in unserer und künftiger Zeit.
Wolfgang Strauss: Buchwissenschaft als Gemeinschaftsaufgabe des Buchhandels.
Ludwig Muth: Ausblicke.
Eymar Fertig, Heinz Steinberg: Literatur zur Lesenforschung.

HANSEN, I. V. *Young People Reading: The Novel in Secondary Schools*. Second Century in Australian Education Series, No. 8. Melbourne: Melbourne University Press, 1973.

The author addresses teachers, parents, and young readers on the importance of reading fiction for young people. The first chapter, "Young People Reading," discusses the development of children's literature since the Eighteenth Century. "The Novel in the Conservative Classroom" argues for the inclusion of contemporary as well as classical literature in the curriculum, in order to provide a comprehensive view of literature. "Why Read Novels Anyway?" asserts that the recognition of the human condition through the novel is a legitimate aim for any English program for young people. The interpretive process is also discussed. "Exploring through Fiction" includes reviews of six books, two appropriate for each of three age groups. "The Wide Reading Scheme" discusses the recent assumption by reading of the dominant role in the English curriculum. "A Micro-Sample: The Reading of Some Fifteen-Year-Olds" reviews a reading program previously used by the author in his classes. The last chapter is a summary of the book. The appendices contain lists of suggested and award-winning books.

HAVILAND, VIRGINIA. "Children: Their Reading Interests and Needs," *Children and Literature, Views and Reviews*. Glenview: Scott Foresman, 1973, Chapter 3.

Chapter three includes reprints of five articles that deal with such controversies as whether books should promote a certain value and whether children should be free to choose their own reading materials.

Hosoda, Hiroyuki. "Reading Advisers at Bookshops," *Library Magazine*, No. 4, 1974.

Houseman, Ann Lord. "Tuned in to the Entire Family —a Book Festival," *The Reading Teacher*, 27 (December, 1973), pp. 246–248.

Presents a school survey of favorite children's books and discusses family involvement in developing reading habits in elementary school students.

Ishikawa, Hiroyoshi. "Concerning Readership Theory," *Studies on Editology*, No. 4 (December, 1973).

Japan Council for Promotion of Book Reading. *Memorandum on Motivating Book Reading*. Tokyo: Japan Council for Promotion of Book Reading, 1973.

Japan Libraries Association. *White Paper on Library 1974*. Tokyo: Japan Libraries Association, 1974.

Kakinuma, Takashi. "Reading Promotion during World War II," *Library Magazine*, No. 3, 1974.

Kamarás, István. "A könyv és az olvasás a szovjet kisvárosok életében," *Könyvtári Figyelő*, 20 évf., 1974, 3 S2, pp. 259–267.

Kanosawa, Seisuke. "Promotion of Reading and Proper Reading Matter," *Journal of Japan Institute of Editology*, No. 14 (July, 1973).

Károlyi, Ágnes. *Kutatási jelentés a pedagógusok olvasási kulturájával kapcsolatos felmérésről. Könyvtártudományi és módszertani központ, országos pedagógiai könyvtár es muzeum*. Budapest: Nepmuv Prop. Iroda, 1974, p. 98 (Summary in English).

Report on a survey conducted in connection with the reading culture of pedagogues.

Kawanaka, Yasuhiro. "Readers in the Age of Information," *Studies on Editology*, No. 4 (December, 1973).

KIDA, JUNICHIRO. *Books, Information, Reading—Techniques of Their Utilization*. Tokyo: Publication News Company, 1973.

KIDA, JUNICHIRO. *Reading Techniques of Contemporaries*. Tokyo: The Mainichi Newspapers, 1973.

KIKUCHI, KATSUHIRO. "Reading and the Organization of Readers," *Studies on Editology*, No. 4 (December, 1973).

KIRSCH, DOROTHY ITALIE. *Current Expressed Reading Interests of Young Children*. Ed.D. Dissertation, Hofstra University, New York, 1973.

The purposes of this study were to survey expressed reading interests of first- and second-grade children from different geographic areas of the United States, with differing racial, ethnic, and socioeconomic backgrounds; to compare expressed reading interests of children in grades one and two in an attempt to determine if interests change; and to probe the derivation of children's reading interests. The subjects were 1,078 first and second graders who were asked on a one-to-one basis to outline what they would like to read or have read to them. A structured interview followed. Responses were arranged into topics and classified in seven prearranged categories; information scientific, information historic, information 1970's, realistic fiction, imaginative fiction, humor, and poetry. The results indicated that significant differences in expressed reading interests were found in reference to sex, I.Q., and reading level; girls showed greater interest in realistic fiction and less in information 1970's than boys; sex and racial ethnic group appeared to affect reading interest significantly for second graders; and significant differences in reading interests apparently existed between first- and second-grade children.

KOBAYASHI, HIROSHI. "Libraries versus Readers," *Studies on Editology*, No. 4 (December, 1973).

KOBAYASHI, KOSUKE. "The Right to Read," *Studies on Editology*, No. 4 (December, 1973).

MACHILL, HORST (ed.). "Der Buchhandel in Soziologischer Sicht," *Buch und Buchhandel in Zahlen, 1974*. Frankfurt-am-Main: Börsenverein des Deutschen Buchhandels, 1974.

A sociological study of the book trade.

MAEDA, AI. *The Rise of Modern Readers*. Tokyo: Yuseido Co., 1973.

Mainichi Newspapers, The. *Public Opinion Research on Reading, 1973*. Tokyo: The Mainichi Newspapers, 1973.

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MANN, MARGARET. *The Role of Books in Higher Education: A Selected Annotated Bibliography*. Sheffield: University of Sheffield, 1974.

MANN, PETER H. *Students and Books*. London and Boston: Routledge and Kegan Paul, Ltd., 1974.

MARTENS, ALEXANDER U. *Mitmachen & Gewinnen*. Frankfurt-am-Main: Börsenverein des Deutschen Buchhandels, 1974.

A pamphlet about the 16th oral reading competition held in West Germany, with broad support from government, by the German book trade.

MARTINEZ, EUGENIA. "Inchieste sulle letture dei ragazzi," *Giornale della Libreria*, (May, 1975), pp. 53–64.

MILLS and BOON. *The Facts about Romantic Fiction*. London: Mills and Boon, 1974.

MUNETAKE, ASAKO. "Group Reading and the Participants," *Studies on Editology*, No. 4 (December, 1973).

National Book League, The. *Books and Students*. London: The National Book League, 1974.

Noreng, Øystein. *Lesere og lesing. Den norske Bokklubbens lesersosiologiske undersøkelse*. Stabekk by Oslo: Den norske Bokklubben, 1974.

Noreng, Øystein. *Lesing og kommunikasjon. Kort rapport*. Stabekk by Oslo: Den norske Bokklubben, 1974.

Nose, Hitoshi. "On Readers," *Journal of Japan Institute of Editology*, No. 15 (September, 1973).

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Invaluable assistance in the compilation of this bib-

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Biblioteca Central-Entrepiso
Mexico, 20, D.F.

Servicio Nacional (ARMO)
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Mexico 16, D.F.

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Fayetteville, Arkansas 72701

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Educational Resources Center
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Washington, DC 20202

National Institute of Education
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156 Trinity Avenue, SW, Room 318
Atlanta, Georgia 30303

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Idaho State University
Library
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Illinois Office of Education
Media and Resources Center
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Springfield, Illinois 62777

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Indiana

School Research Information Service (SRIS)
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

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Iowa State Department of Public Instruction
Library
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Des Moines, Iowa 50319

University of Iowa Library
Iowa City, Iowa 52242

Kansas

University of Kansas Library
Periodicals Section
Lawrence, Kansas 66044

Kansas State Department of Education
120 E. 10th Street
Topeka, Kansas 66612

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Baltimore, Maryland 21240

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